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ABSTRACT

In order to govern the proliferation of community colleges and extension centers in Alaska, guiding principles for their creation and expansion were established. The first section of the report deals with the procedures a community's request for new or additional facilities should follow. It clarifies the role of those officials involved in handling such a request, states the requirement for a needs assessment, and indicates to whom the needs assessment report should be sent for evaluation and approval. The second section describes the minimum criteria a higher education institution should meet in delivering community college services. These criteria relate to enrollment, programs, facilities, and services. The third section provides minimum criteria in the same areas for determining whether or not an extension center should be established. The final section describes in detail the content of the needs study to be submitted by the community to the Board of Regents and the Alaska Commission on Postsecondary Education. The report should include enrollment projections; a cost-benefit analysis; statements of proposed facilities, programs, costs, sources of revenue, and evaluation methods; evidence of the availability of community and library support; and physical descriptions of the proposed site and service area. An appendix provides guidelines for two-year college learning resources programs. (AYC)

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CRITERIA AND PROCEDURES
TO BE USED IN THE
ESTABLISHMENT OR EXPANSION OF
COMMUNITY COLLEGES AND EXTENSION
CENTERS IN ALASKA

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Introduction

The present document is written as a natural follow-up to the National Survey of the Criteria Used By Each State in Determining the Establishment or Expansion of Community Colleges, recently published by the Commission. In fact, the very purpose of that document was background to this one.

In the past five-to-seven years several new community colleges have been established in Alaska along with many extension centers. There obviously is a great educational need to be met. However, most, if not all, of these facilities have been created and funded with no reference point for their need or composition. Further proliferation of these types of institutions must be governed by some guiding principles for their creation and expansion. The present document attempts to do this.

This report is separated into four sections. The first deals with the procedure which a community's request for creation or expansion of a community college or extension center should follow. This has been a source of both confusion and frustration to some communities in that they were unsure as to how to make a request, who should review it, what specific justifications should be included, and how long they must wait before receiving an answer. These concerns are covered in Section I.

The second section deals with what basic criteria a higher education institution should meet in delivering community college services in Alaska. Criteria for establishing an extension center are offered in the third section of this report. Too often the distinction between extension offerings and an extension center or between an extension center and a community college remains undocumented. The second and third sections of this report are directed at removing some of this confusion.

The final section answers the problem of what type of justifications and backup materials a community should submit for review and authorization. A detailed needs study is described and approximately one year given for its completion. This is undoubtedly the most important of the four sections since it deals with the facts on which an important decision regarding educational offerings is to be made. The decision resulting from these facts will affect the lives of the people in the community, the faculty who will teach there, the leaders who will guide the institution's development and most importantly the futures of the students who will attend.

SECTION I

Procedures for Application

This section will describe the procedures by which any community wishing to establish or expand a community college or extension center shall proceed. The procedure is as follows:

1) Each community wishing to establish or expand a community college or extension center in its area will so notify the President of the University through the office of the Chancellor for Community Colleges. The President will then present it to the Board. The Board will notify the Alaska Commission on Postsecondary Education of its receipt of a request to establish or expand a community college or extension center within 60 days of the community request.

2) The needs study will be conducted by appropriate local officials or groups with the direct assistance of staff members of the office of the Chancellor for Community Colleges. This study should contain those elements outlined in Section IV of this document and should be completed and submitted to the Board approximately 18 months before requested funding.

3) Upon receipt of the completed needs study, the Board will forward a complete copy to the Commission for review and recommendations.

4) The Board will review the needs study and the Commission's recommendations and act upon approving or disapproving the request approximately 12 months before funding.

5) If the request and associated needs study are disapproved by the Board it will notify the community and the Commission of its action within 60 days of that decision.

6) In presentation of the funding request to the legislature if there are irreconcilable differences between the Commission and the Board, those differences will be clearly presented with supporting justification as part of the funding request.

SECTION II

Minimum Criteria for a Community College

This section will describe the minimum criteria which should be met in establishing or expanding a community college. These criteria should be addressed in any pre-established needs or feasibility study.

Minimum Criteria

A community college, or proposed community college should:

- 1) have projected 150 FTE students¹ by the end of the fifth full year of operation. Method of projection and specific assumptions regarding population, age, and attendance rates must be included.
- 2) offer a comprehensive range of programs, including 4-year college transfer programs; vocational, career and adult education.
- 3) be operated primarily in leased facilities, unless circumstances and cost demand or warrant owned facilities.
- 4) provide certain basic services, including:
 - a) Complete staff and facilities for counseling services
 - b) Complete library services in accordance with ALA standards for two-year colleges as amended by Alaska Allocation Formula (Appendix I)
 - c) Complete business services
 - d) Complete records and storage services
 - e) Food services

¹FTE student is defined as the number of student credit hours produced in one academic year and summer sessions divided by 34 for the undergraduate hours and 31 for graduate hours.

SECTION III

Minimum Criteria for an Extension Center

Simply offering extension courses in a particular location does not and should not obligate the University of Alaska to establish an extension center at that location. Neither does the successful offering of a series of extension courses constitute the sole justification for establishing an extension center. In determining whether or not an extension center should be established, the following minimum criteria should serve as a guide.

Minimum Criteria

An extension center, or a proposed extension center should:

- 1) have projected 25 FTE students by the end of the fifth full year of operation. Method of projection and specific assumptions regarding population, age, and attendance rates must be included.
- 2) offer only a partial range of educational programs, based on need, however, these offerings need not be limited to lower division, upper division, or graduate level.
- 3) be operated primarily in leased facilities, unless circumstances and cost demand or warrant owned facilities.
- 4) be staffed substantially with part-time personnel, except that at least one full-time director be employed to handle the administrative duties of the center.
- 5) provide certain basic services, including:
 - a) Staff and/or facilities for counseling services on a need basis only.

b) Library services limited to support of on-going programs in accordance with ALA standards for extension campuses (Appendix II).

c) Limited business and finance, as well as records and storage services, handled through a primary campus.

SECTION IV

Content of the Needs Study

This section will describe in detail the contents of a needs study to be submitted by the community to the Board of Regents and Alaska Commission on Postsecondary Education. The steps described need not be done in order but it is recommended that this order be followed:

1) Enrollment projections for each of the first five years by program and in total with male-female, full-time and part-time enrollment breakdowns. These should be done both on a headcount and FTE basis.

2) A specific outline of the proposed drawing area for the institution should be included showing all communities involved with population projections by age for the first five years of operation. Also to be included here are the methods of delivery of the educational services to each community.

3) If other postsecondary educational facilities, public or private, are included within the proposed drawing area what is the present enrollment of those facilities and what is the proposed enrollment capacity.

4) A presentation should be made of specifically what contact has been made with the community, other institutions in the drawing area, the Postsecondary Education Commission, and any other concerned individuals or groups. A section of this presentation should also address both positive and negative reactions of these individuals, groups, or agencies.

5) A cost benefit analysis of alternatives to establishing or expanding a community college or extension center should be presented and address as applicable at least the following areas:

a) Establishment of an extension center if the proposal addresses formation of a community college.

b) Use of improved communications technology such as educational television or computer assisted instruction.

c) Expansion of existing programs.

d) Expansion of operating time either on an hours per day, days per week, or months per year basis.

e) Increasing utilization of existing institutions.

f) Student exchange with existing institutions.

6) The projected initial (first year) enrollment and planned type of institution.

7) The projected programs to be included in their course content, staff support, facilities support, and anticipated cost per student. Also, to be included are the demonstrated needs the programs are serving and how any anticipated programs will be phased in over time.

8) How the institutional and program goals fit in with the State-wide master plan.

9) The proposed capital, operating, land acquisition, inflationary, and other costs associated with operating the proposed facility for the first five years.

10) Anticipated amounts and sources of revenue for the first five years of operation.

11) There should be evidence that programs of a four-year college transfer nature have been discussed with the university system staff and appropriate institutional personnel to insure adequate lower division preparation and ease of transferring credit to upper level counterparts of those programs.

12) An outline describing the classroom and laboratory facilities available, if funded, for all programs to be offered as well as facilities for such things as library, faculty offices, counseling areas, and administrative functions.

13) Evidence of support from the community including such things as scholarship aid, part-time work for students, and cooperative educational-industry work-study arrangements.

14) A plan specifying the methods to be used in evaluating the success of new and continuing programs.

15) A physical description of the site proposed with assurances of land ownership and/or acquisition plans, location in relation to population centers, access routes, land modifications required and blueprints and survey maps of the proposed site and facility.

16) Evidence of adequate library support for the proposed establishment or expansion of a community college or extension center should be submitted. What constitutes adequate support will be determined in accordance with the American Library Association (ALA) standards covering two-year colleges with Alaska Allocation Formula for branch libraries and/or extension centers.

If all these library standards cannot be met immediately an implementation schedule showing the proposed dates of compliance will be submitted. If any of the standards cannot be met or seem inappropriate for the proposed program a determination by the Board of Regents in cooperation with the Postsecondary Education Commission will be made as to whether the standard can be waived or modified.

Appendix I

GUIDELINES FOR TWO-YEAR COLLEGE LEARNING
RESOURCES PROGRAMS

ALASKA ALLOCATION FORMULA

In addition to the preceeding standards and considerations proposed by the American Library Association the following quantitative allocation formula for Alaska community college libraries is proposed:

$$BC + 50 (FTES)^1 + 100 (FTEF) = BK$$

Where:

BC = Basic Collection of 5,000 volumes

FTES = Full-Time Equivalent Students; as defined previously

FTEF = Full-Time Equivalent Faculty; as defined by the University of Alaska system.

BK = Bookstock²

It is recommended that this formula be applied only to community college libraries and not to 4-year schools or extension centers. Further it is recommended that as part of the masterplanning process a comprehensive library formula be developed to include all types of institutions and be expanded to include microforms, staffing and budgeting.

¹FTES allowance will vary from a high of 50 to a low of 45 contingent upon the FTES size of the institution according to the following standard:
FTES 0 → 500 = 50 FTES 500 → 1,000 = 47 FTES 1,000 → above = 45

²Bookstock here will refer to all bound volumes including government documents not in separate collections and bound periodicals but excluding microforms as defined in the Higher Education General Information Survey (HEGIS).

BOOKSTOCK PER FTE STUDENTS AND FTE FACULTY FOR ALASKA COMMUNITY COLLEGES

Institution	Bookstock ²		Headcount ³		FTE Students		FTE ⁴ Faculty		FTE TO HDCT.	Bookstock Per Headcount		Bookstock Per FTE Headcount		Bookstock Per FTE Faculty		Formula Bookstock
	Rank		Rank		Rank		Rank			Rank		Rank		Rank		
Anchorage C.C. ¹	1	161,935	1	8,585	1	3,121	1	175	36%	5	19	7	52	4	925	162,945
Juneau-Douglas C.C.	2	25,833	3	1,244	3	350	3	27	28%	3	21	4	74	3	957	25,200
Kenai Peninsula C.C.	6	9,189	5	981	4	304	5	14	31%	9	9	9	30	8	656	21,600
Ketchikan C.C.	3	21,895	4	909	7	126	6	13	13%	2	22	1	174	1	1,684	12,600
Kodiak C.C.	8	7,345	9	365	8	80	8	11	22%	4	20	3	92	7	668	10,100
Kuskokwim C.C.	5	14,007	7	525	5	222	4	19	42%	1	27	6	63	5	737	18,000
Matanuska-Susitna C.C.	7	9,005	6	692	6	131	7	13	19%	7	13	5	69	6	693	12,850
Northwest C.C.	10	1,673	10	160	10	59	9	5	37%	8	11	10	28	10	335	8,450
Sitka C.C.	9	7,000	8	378	9	74	10	5	20%	6	19	2	95	2	1,400	9,200
Tanana Valley C.C.	4	18,808	2	2,492	2	490	2	47	20%	10	8	8	38	9	400	32,200
Community College Average		27,669		1,641		496		33			17		72		846	31,500
Community College Mode		11,598		837		177		14			19		66		715	15,425
C.C. Average - A.C.C.		12,750		870		204		17			17		74		837	16,911
C.C. Mode - A.C.C.		9,189		692		131		13			19		63		693	12,850

¹Both Anchorage Community College and the University of Alaska Anchorage are served by this library. Therefore, the bookstock number represents the number of books serving both institutions and is not separated in the library records.

²Taken from HEGIS Report of College & University Libraries 1977-78.

³Taken from HEGIS Opening Fall Enrollment 1977-78.

⁴Taken from University of Alaska Revised Instructional Analysis - FY 79 Budget Request.

Appendix II (Guidelines for Branch Libraries in Colleges and Universities), containing material reprinted from the December 1972 and October 1975 issues of College & Research Libraries News, was deleted due to irreproducibility before the document's submission to the ERIC Document Reproduction Service.

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